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School Activities

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As the Editor Sees It



A recent poll by *The Nation's Schools* found that 87 percent of the public school administrators questioned were opposed to the idea of setting up regulations and providing smoking rooms for high school students. The percentage should have been 100.

Imagine an administrator assigning the two smoking rooms necessary (one for boys and one for girls) and then wailing to his community over the lack of classrooms! Or attempting to meet the logical argument that "the school is encouraging the boys and girls to smoke"!

We have nothing against adults who smoke because they want to smoke. But we do have everything against smoking by children who smoke because they want to be like other children who smoke.

During the past two or three years there has been increasing complaint that football and basketball games do not start on time, and that band maneuvers, parades, exhibitions, and other activities unnecessarily lengthen the regulation half-time periods.

There can be no justification for such delays. The spectators come to watch the game, not the extra activities. And, in order to be consistent, a school which penalizes the student for being tardy should avoid being tardy itself.

Last year approximately one million high school students were enrolled in schools participating in the National Student Traffic Safety Program. And the Second National Conference held in August at Ypsilanti, Michigan, was attended by delegates from all over the country.

This is all to the good. However, because of an increasingly unhappy record of traffic accidents, especially among teen-agers, the job is far from complete. Nor will it ever be.

The International Association of Fire Chiefs recently stated, "Our school and college fire record is shameful. . . . In fact, half of our nation's school children are needlessly exposed to fire hazards. . . . During the past five years there has been an average of 12 major school fires a day with an average daily property loss of \$73,000. . . .

Carelessness is the cause in 90 per cent of the cases. . . . Carelessness with matches and smoking causes 25 per cent of all fires, misuse of electricity, 25 per cent."

Whose fault? More important, what can be done to reduce this shameful record? By whom? When? Where? How? The school has a big responsibility here. Certainly fire-prevention education can never be called "a fad and a frill."

Some school organizations, sponsored by outside groups, have brought trouble because of their illogical interpretation of "cooperation." Here is one that is delightfully different—Key Club International, sponsored by Kiwanis International.

This fast-growing club (now established in approximately 2,000 high schools) is a very original and resourceful organization in projects and activities. It not only promotes school, but also community, national and even international interests and causes. It holds an annual convention, and publishes a very newsy and attractively illustrated monthly magazine, *The Keynoter*.

We are glad to recommend Key Club International. Information concerning it may be obtained from your local Kiwanis Club or from Key Club International, 101 East Erie Street, Chicago 11, Illinois.

One of the most widely read parts of a newspaper or magazine is the "Letter Box." *SCHOOL ACTIVITIES* has never had such a department. However, if you readers so wish, we'll organize one.

Undoubtedly there are times when you would like to describe an experience, contribute an idea, raise a question, answer a query, disagree, "talk back," or in other ways express your thoughts.

SO, if you will provide the material, we'll publish it. Letters should be short, in good taste, and concern extracurricular activities.

AND, if you cannot express yourself in a short letter, do so in a longer story. We are always looking for major and minor feature articles, as well as suitable material for all of our departments.

One of our mottoes is—"What May Be Old to You May Be New to Someone Else."

Nearly all articles on interscholastic athletics list goals and describe shortcomings and longcomings, weaknesses and strengths. Few ever discuss futures. So we are very glad to present Commissioner Rich's address to the New Hampshire Interscholastic Athletic Association at its annual meeting in Concord.

What Direction Interscholastic Athletics?

THE passage of time brings about many changes. Less than a century ago we lived in a horse and buggy age. Our population naturally had mores based on such conditions. Today, the picture has changed appreciably and observably. This change is reflected in all facets of our national life. Today, travel is an accepted pattern. Today, we move from place to place with little or no effort, and distances have shrunk as the motor car has increased in its efficiency, not to mention the influence of air travel.

Strangely enough in one way, and yet not so strange in another, the American automobile and school bus have had a far-reaching effect upon the American public schools. Less than 100 years ago interscholastic athletics were practically impossible and nonexistent. Each secondary school was practically a self-sufficient entity and frequently quite isolated. Interscholastic athletic competitions were exceedingly infrequent if at all.

Just look at the scene today. What a dramatic change has taken place. Instead of being isolated islands, our secondary schools have become centers of activities which sometimes are really national in scope as far as visitations and competitions are concerned. This extreme turn of events has been caused primarily because of our present ease of transportation. Today, it is quite commonplace for interscholastic teams to travel to competitions within a 25-mile radius or more.

All of a sudden, so it seems, many school activities have taken on new emphasis. This is true especially in the area of athletics. As our society

CHARLES F. RICH, JR.
Commissioner of Education
Concord, New Hampshire

has become more mobile, our public school systems have become more complex. This complexity is well in evidence in the area of interscholastic athletics.

Early in its growth, the interscholastic program in practically all schools developed somewhat like a child—from infancy into maturity. The growth in some instances has been just as stormy as that found in the lives of some young people. Lack of good counsel and reasonable discipline have permitted some interscholastic athletic programs to develop into monsters which threatened the very existence of their parent organization, namely, the school instructional program.

Sober thought on the subject quickly comes to the conclusion that the principal purpose of any secondary school is to train its young people in the academic pursuits of their chosen field. We should never lose sight of that truism.

In my opinion, no interscholastic athletic program should be so intense in its purpose as to lose sight of the prime purpose of a high school experience for the young people involved. But in the same breath, I must add that interscholastic athletic programs can and should be an integral part of a well-rounded high school program.

To me, the academic program of our high schools is the “bread and butter” part of those schools and is their reason for existing. The interscholastic athletic program, or any other extracurricular activity, is somewhat like honey or jam placed with our bread and butter to make that combination still more enjoyable and valuable than if the additive were not present.

It has been my privilege to have had an opportunity to review quite carefully several pieces of literature published by the N.H.I.A.A. all the way from the 1959-60 Handbook to the periodic news sheets. I can truthfully say I have been favorably impressed with a number of things. For instance, I have sensed that this organization was created in

OUR COVER

The upper picture shows the panelists of the “School Library Standards” telethon assembly program presented at Savannah State College, Savannah, Georgia. See the story on page 150.

The lower picture shows a few of the 400 items displayed at the Pioneer Exhibit staged by the sixth grade of the Florida Township School, Rosedale, Indiana. Story on page 140.

order to meet a very real need; namely, that of guaranteeing to all concerned a reasonable pattern of interscholastic athletics which did not exploit children, did not disrupt the administrative operation of our school systems and above all did operate by definite "rules of the game" which have been created by representative action after due deliberation. To me, this is a real achievement. I commend the organization and its leadership for the real progress that has been made by the N.H.I.A.A. for a period of more than a decade.

I believe that practically all of us agree that self-discipline is the goal of all discipline. I like to think that this organization is the instrument by which interscholastic athletic programs statewide have disciplined themselves for the good of all concerned. To me, such a process is far superior to discipline administered in any other way.

Organizations such as this one are at times under severe pressures to change existing patterns in order to popularize certain phases of its operation. I am well aware of those pressures.

You and I know that pitfalls are plentiful, and yet, if you and your leadership continue to keep the good of children ever foremost in your minds, I have no fears for the future.

In reading through the material published by the N.H.I.A.A. I was pleased to see spelled out the principle that the program of the organization is pledged to the concept that its activities are of, by and for the schools. Further, I enjoyed the references made to the fact that this organization subscribes to the pattern that in our high schools physical education should be for all children and that such a program should provide an opportunity for team activities within their own schools, with interscholastic athletic programs open to those most capable to profit by and enjoy such activities. The sponsorship of such a physical fitness program is a real asset to all concerned.

But where do we go from here?

What direction should interscholastic athletics be pointing toward? What does the future hold? To be sure, none of us is a prophet. And yet, the goals we establish and our day by day actions do lead somewhere, usually by design.

What design should this organization be unfolding?

May I be bold enough to suggest a few component parts of what I believe would be useful elements. They are not unusual, nor dramatic, but I do believe they have substance.

1. Ever keep the good of the individual student in mind.

This is a simple generalization to make. However, its implementation tries the souls of men. This concept is based on the principle of physical education for all first and athletics second. And as we all know, there is a big difference between the two.

Keeping the individual student in mind has some definite specifics associated with it too as we all well know. Such factors as academic achievement, physical condition, protective equipment, number of games scheduled, games on school nights, proper transportation, housing, and chaperoning of traveling teams are but a few of the elements which collectively touch intimately each student involved in interscholastic athletics. Such significant details must not be lost sight of in the heat of battle. They are the real warp and woof which eventually cause a good interscholastic athletic program either to prosper or perish.

2. Keep school athletics in their proper perspective. School athletics should continue to be subordinate to the academic and administrative interests of our schools. We must always remember that we are educators first, and coaches second. This concept can be lost sight of easily among the many tensions which arise in the course of a year. I am well aware of the popular clamor for winning teams. However, this organization, and we as educators, must continue to be dedicated to the principle that athletics are but one part of a total program and should be so designed as to continually be in balance with the total program of a school. We must never in our enthusiasm permit our athletic program to grow in size to the point where it becomes the tail which wags the dog.

3. Continue to strive toward a balanced athletic program in our schools. I am pleased to observe that the interests of the N.H.I.A.A. already encompass ten or more areas of competitive sports all the way from basketball, football, track and baseball to skiing, golf, soccer, tennis and hockey. To arrive at a balance is not an easy task. We know well the appeal of basketball and football especially. We are conscious of the ease with which these two sports can be overemphasized. We realize full well the financial load which is now carried especially by basketball and to a lesser degree by football. We know that in most instances these two areas carry the financial bur-

den for other interscholastic competitive sports. Such a situation is a fact of life but not a desirable one just the same. Such a pressure usually leads to overemphasis of a sport and an exploitation of students.

I would express the hope that as the years ahead unfold that other areas of competitive sports might be added to the roster which now exists. The prime one which comes to mind is that of swimming. I realize the obstacles involved and they are great. Nevertheless, the progress is made only by the dreams and aspirations of men coming to fruition. For the next few years we may have to continue to dream and aspire, but at the same time, continue to plan and recommend so that a breakthrough can become possible. To me, the fact that not a single swimming pool exists in a public high school in our state is disturbing. Certainly our experiences in World War I and World War II dramatized the need for all adults to learn how to swim, similar to the situation which we observe in our population today where practically all adults know how to drive a motor vehicle.

4. Evaluate your program. Take time out to see where you are going and why. As we all know, this is a continuous process. However, there are times when we should take a long, careful look at our program both from its conceptual design

point of view and from its details of operation. The price of progress is usually change.

It seems to me that a good program of evaluation is always a useful instrument in plotting future plans. This process causes us to observe and evaluate our successes and our failures in light of our goals. Such actions usually involve changes for the good of the whole. It is through this process of introspection that the details of our program become observed and weighted. Here it is that we discover whether one area of our enterprise is growing too rapidly while another segment is withering on the vine. It is in this process of evaluation where we take another look at our rules of the game to make sure that our high goals are actually being practiced. This I know you have done in the past. It is surely worthy of continuation into the future.

In closing, I would like to congratulate the leaders and members of the N.H.I.A.A. for its program. I am impressed with the purposes of the organization. I commend its cosmopolitan approach to an intimate part of the American educational scene. It is a pleasure for me to see public and independent school people working together to do better a task which is to be done. This kind of cooperation is truly Americana at its best.

Evaluating extracurricular activities individually is necessary, but also is an evaluation of the entire program because, quite obviously, many of the strengths—and weaknesses—of individual activities will be based upon the policies, provisions, and practices of the administration.

Check Points for Improving School Activity Programs

MANY schools do not have adequate activity programs. The causes of such inadequacies may be complicated and obscure; they may be traditional or of recent origin. But whatever the causes are and whenever they originated, it is important that they be carefully studied and removed or alleviated.

If a school has difficulty with its activity program, the following check points should be of help. The faculty can check its program just as a mechanic checks an automobile before he allows its driver to undertake a long trip. With every aspect of the program analyzed, and with a genuine desire on the part of the faculty to improve

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what the school can give its students, not much time should pass before a more satisfactory program emerges.

1. Are the offerings of the school wide? Is there enough offered so that all students with all sorts of interests can fit into the program to the maximum extent possible? Larger schools, particularly, have this problem, because each activity must be limited in size. Thus many students will be excluded from participation in particular activi-

ties, and there ought to be other possibilities open to them.

What is desirable to bring scope to the program? Most schools have basic features in their programs, yet they might be lacking debate, a chess club, a science club, a school magazine, a radio club, dramatics, or in the area of athletics, such sports as cross-country, wrestling, or fencing. It is impossible to list all of the likely activities here. But a quick look at Harry C. McKown's *Extracurricular Activities* will be rewarding.

However, what will fit one school, will not necessarily fit at another. Evaluation and experimentation, adding, deleting, and improving must be continuous.

2. Is the faculty "activity conscious"? Some faculties are not. Activities which are assigned to teachers materialize. But they are not enthusiastically carried on and most times vital parts of the program are omitted. This is hardly the way to promote a good program.

Often, it is true that at the smaller schools teachers are overburdened with activities and cannot do a good job with any one of them.

Generally speaking, teachers should have a good background for the activity which they are asked to sponsor. However, even a teacher with an inadequate background may make up for at least some of this deficiency by showing unusual interest or willingness to learn.

Teachers' schedules should be arranged so that they are not overburdened. A tired teacher cannot sponsor an activity effectively. Nor can the one who feels that unluckily she has not "escaped" sponsorship—as she believes some of her colleagues have.

Officials who employ teachers should make certain that they are willing and able to handle the necessary activities. Schools which train teachers should place more emphasis upon extracurricular activities. Students who intend to become teachers ought to participate in activities while in high school and college so that they can sponsor them when they begin to teach.

3. Is the activity program given ample publicity in the school? Is enough interest aroused in it? Many times students do not even know about possibilities of participation.

One way to correct this is to hold an assembly (or more than one, if necessary) at the beginning of the school year at which the various activities are presented. (See "A Parade of Activities," *SCHOOL ACTIVITIES*, Oct., 1956.) The pro-

gram consists of explanations, descriptions, demonstrations, and dramatizations. In some cases, individual encouragement by participants and sponsors will be helpful.

4. Do the students who participate in activities receive proper recognition and publicity for their participation and accomplishments?

Students like to feel that others are recognizing what they have done or are doing. The teacher who sponsors an activity should promote the various forms of recognition—letters, assembly, bulletin board, and newspaper reflection, etc.

5. Are athletics overemphasized? In many schools, athletes are given recognition and publicity all out of proportion to the worth of the activity. This is bad for the program because it implies that these activities are the most important—which they rarely are, so far as basic educational values are concerned.

If the faculty at a school feels that the athletic program is being given too much attention, a change should be made which will give this program its proper perspective. Excesses must be curtailed. Overenthusiastic promoters must be brought into line.

6. Is the extracurricular program articulated well with the curriculum? Is it so designed that it will cause a minimum of interference with the academic work of the school? If not, it will bring dissension and trouble. Sensibly planned, many activities can very attractively supplement and enrich classroom work.

7. Is training being provided for the students who wish to participate in the activity program? Probably there are many students who would like to play chess, let us say, who have never learned how to play it. Shouldn't an opportunity be provided for these people to learn the game? How can they learn if the club is conducted in such a way that only experienced players can participate?

It is unfortunate that so little attention is given to beginners in our activity programs. This is often justified by the arguments that "There isn't enough time" or "This would spoil the activity for everyone else." These are excuses—not sound arguments.

8. Is the activity program coordinated? Is it administered well? Are the teachers assigned to the activities which they can best handle? Is the load equally distributed? Naturally, adequate attention should be given to the activity program at faculty meetings.

9. Is the community aware of the place and importance of this part of the school program? Are parents willing to support it? Parents should know what activities their children are participating in, and what these activities entail. They should be willing to defray certain small but necessary expenses.

This aspect of the program can be taken care of by proper publicity in the local newspaper, through letters to the parents, through programs and exhibits, and through PTA, luncheon club, and other community meetings and events. This matter ought to be taken care of at the beginning of the year.

10. Is the school being given enough money

to carry out a desirable program? If the community is not taking care of this matter, an adequate program of education should be developed. True, this may not help if the money is not available. However, even here a good program of publicity will help to show the need of financial support and provide it, if, as, and when the money becomes available.

These, then, are the main points which a school must check in order to rate its activity program and determine where improvement needs to be made. The American people take pride in their school facilities. It is up to the school people to insure that excellence is carried through the entire school program.

Naturally, a student-originated code is much more effective than one imposed from above. And this student-originated code would be still more effective if the parents were properly educated to support it. Here is an unusual story of how students and their teachers and parents cooperatively worked out such a code.

Our Junior High School P.T.A.-Student Council Code

THE PARENT-TEACHER ASSOCIATION of the Junior High School, Hastings, Nebraska, proposed as a project that the P.T.A., in cooperation with the Junior High Student Council, develop a student code of conduct. The Student Council Representatives discussed the need for such a code with their home rooms. A majority of the student body felt that such a code was needed and would be helpful. Therefore, the Student Council decided to work with the P.T.A. in developing a code for junior high students.

A committee, consisting of the Student Council officers and sponsors, the principal and assistant principal of the junior high, the president of the P.T.A., the school social worker, and several parents selected at large from the community, was appointed. This committee gathered information from schools and communities which had formulated similar codes and after much discussion, decided to write a code which would be a guide for both parents and students.

The student council officers developed a 33-question "opinion poll" which was distributed to each student in the school. The poll was tabulated and the majority opinion of the student body was incorporated into the code. A writing

RICHARD L. CRONIN
Hastings Junior High School
Hastings, Nebraska

committee was appointed which drafted a copy of the proposed code of conduct which was discussed and revised by the entire committee. The cost of printing the code was borne by the Rotary Club and the Cornhusker Press, a local publishing firm.

The purpose of the code as stated in the introduction is—

"We, the students of Hastings Junior High School and our parents, in a spirit of co-operation and with a sense of responsibility to each other, our home, our school and our community, recognize that our characters and reputations depend upon our good behavior at all times.

"Our common purpose is to make the social activities of the Junior High School years as happy and pleasurable as possible to all concerned, and to this end we adopt this Code of Conduct and pledge ourselves to its year-round observance. In so doing we recognize that parents' authority is at all times the final authority."

The code is so presented as to place responsibility for good conduct upon both the student and the parent. Each area of the code defines not only the student responsibility but also the corresponding parent responsibility. Areas included in the code are Home Entertaining, General Dating, Dress and Grooming, Hours, Respect for the Rights and Property of Others, Homework, Home Duties, Tobacco, Pool Halls, Bicycles, and Driving. A brief description of each will indicate its contents.

Home Entertaining

Parents recognize that it is only natural for young people to want to be together. Therefore, they will encourage their children to bring friends to their home; they will provide an area in the home for entertainment; and they will supervise entertainment.

The student agrees to make any invitations to his home clear as to type of entertainment, the dress, and the exact time and ending of the entertainment.

General Dating

Parents feel that it is their responsibility and right to know where their children are at all times. At the same time they recognize that their children should know where the parent is in case of an emergency.

Since some parents permit ninth graders to date, it was felt that group dating rather than single dating should be encouraged. Parents agree to offer the use of the home for entertaining since public entertainment puts a strain on the allowance of a junior high student.

The students agree to respect hours set for them and to plan accordingly. If an emergency or change of plans should occur, the student will notify the parents concerned.

Dress and Grooming

Parents feel it is only proper to encourage their children to dress in good taste. Appropriate dress does not need to be expensive, and excessive use of cosmetics is not in good taste.

Students realize that extremes in clothing, haircuts, and cosmetics are not in good taste and will avoid them. They will dress appropriately for the place and the occasion.

Hours

Parents and students agree to follow maximum hours for the ending of scheduled events. Wherever possible, events will be scheduled on nonschool nights. Suggested hours for the ending of scheduled events are as follows:

	<i>7th grade</i>	<i>8th grade</i>	<i>9th grade</i>
General dating			10:30
Home parties	10:00	10:30	10:30
School parties	10:00	10:00	

When students of a lower grade attend a function sponsored by a higher grade, they may observe the hours set for the older grade.

Parents agree to arrange for transportation home at the time designated for the entertainment to end.

Respect for the Rights and Property of Others

This area concerns respect for rights of others in regard to use of the family telephone, toward use of public property, and to the property not only in their home but in the homes of others. Parents agree to encourage habits of respect toward others and others' property, and students agree to respect those rights as an example of good citizenship.

Homework

Parents realize that homework is important and that students need a place for study; therefore, they will provide, if possible, a study area for their children and will see that other members of the family respect that study area.

The students also realize the importance of homework, and agree to use the designated study area. They feel that a certain time should be set aside for homework, and that the homework should be completed before they engage in other activities.

Home Duties

The purpose for inclusion of this area in a Code of Conduct is best stated in the introduction to this section:

"We realize that cooperation is an American ideal and that family cooperation is essential to the maintenance of the family. We further recognize the value of work in the development of individuals."

Parents agree to see that their children have specific duties to perform at home and insist upon the completion of those duties.

The students realize that they have a responsibility toward the family and agree to undertake and fulfill home duties assigned to them by their parents.

Pool Halls, Bicycles, Driving, and Tobacco

The laws of states differ from one to another in regard to these areas. In the Hastings Junior High *Parent-Student Code*, the laws of the state

of Nebraska are quoted. The Code attempts to present in factual form the possible bad habits which can be developed.

The parents recognize their responsibility toward teaching good citizenship. They agree to encourage their children to practice good citizenship by advising them to follow the laws. In this respect the Code tries to present the fact that it is not just "following the laws" that is important, but that the parent and student each see that it is his responsibility to himself and his community to develop into the best possible kind of citizen.

This attractively illustrated and printed Parent-Student Code was published in a 12-page-and-covers, 4" x 6" booklet. On the back cover is the statement of ownership—"This Copy Belongs to the Family."

This Code is not a set of formal laws imposed from above; it is the outcome of a cooperative project by those concerned, students and parents. The "opinion poll," the discussion it created, and the "We" or "Our" feeling it engendered helped to make it immediately acceptable. No wonder we have found our Parent-Student Code to be of great practical value.

If there is one, the teacher of journalism becomes sponsor of the school newspaper; if there is not one, a teacher of English, social science, mathematics, or other subject becomes sponsor—and usually needs real help. Here is a thumbnail course in the school newspaper.

"You" and the School Newspaper

THE PRINCIPAL wrote: "You will have full responsibility for getting out the school paper. If you could arrive here a few days early, we might go over some of the problems concerning this phase of"

"You" can either toss the letter into a drawer with a mental note to think about it come school-time, or can upend the matter for a look at some aspects and angles. "You" might never have had any experience at being a school newspaper adviser before; although you might have had one or two courses in college journalism and had been on the staff of its paper for one or two tours of duty.

However, you have no idea of *this* school's policy towards its newspaper: how it is produced, how it is staffed, how it is financed, or how its production fits into the school's curriculum. And the principal's letter indicated in a later paragraph not to bother him with "detail" problems until the opening of school. So "You" decide to investigate, examine and do some research on general and specific phases of a school newspaper and its place in the curriculum.

You have read and accepted the fact that a school newspaper is an instrument of education. (8:7-8) It encourages creative writing abilities; it trains students in critical reading, critical writing, and critical thinking. It educates the average student in the needs and resources of the school, and it enlightens the fathers and mothers of the community with reflections of school life. It

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Vista High School

Vista, California

arouses interest in, stimulates pride for, and creates willing cooperation with the school in its social and educative objectives. That elusive thing called *school spirit* is fostered by a school newspaper that reflects a true and constructive attitude towards the inhabitants of the schoolhouse.

If inhabitants are to benefit from the publication of a school newspaper, certain such inhabitants must see that one is produced. The staffing of the paper is of first and worrisome importance. Kilzer says that the staff should be at least twelve in number for a large high school. (5:225) Fretwell says, however, that actually the whole school is responsible for publication. (2:313) To be fair, these estimations were given from two different points of view—and out of context—but the staffing problem is one of paramount importance, though of local consideration, dependent upon school policy, community attitude, and special aptitudes on the scene. One criterion can be offered: "You" do not do it all alone.

When "You" get help in the production, you either accept an elected staff—normally as a result of a "popularity contest" form of election—or greet an appointed staff. In one respect, the selection of key members of a staff by a publications board composed of both faculty and stu-

dent representatives seems most desirable. This is based on the idea that students make application for places on the staff and are selected on the basis of experience and other qualifications. (5:221)

This method, however, is somewhat restrictive and places an "elite" stamp on membership, which is opposed to all-student participation in the activity. Perhaps, in most cases, the wisdom and patience of an adviser-selection idea is best, since one concept of school paper production is that of an adviser taking the role of publisher as on a commercial publication, and a publisher hires the key men on his staff. (5:222)

However the staff is selected, there are basic qualifications for efficient operation of its individual members, and these qualifications should be inscribed on the masthead of the paper in some way or other. They are not separate and apart from everyday processes in other school activities. They call for efforts toward learning, thinking, seeing, and doing all one can in a calm, fair and quiet manner. (3:20) They include courtesy and neatness in approach and appearance. (8:129) These qualifications assume, of course, that an applicant for newswork has some "raw" ability and adequate knowledge of English fundamentals, and can carry out directions.

A staff, once organized and indoctrinated according to the basic principles and methods of operation, faces the problems of collection, dissemination, and distribution of news for publication. McKown says that the best material for the school paper is that which is "recent, unusual, nearest at hand, most significant, and human." (6:352) News sources for this type of material are the principal and his administrative offices, the faculty at large, the students forever, and all headquarters of the school's activities program.

Four major categories of news would be: 1) news as such—straight news stories, 2) feature articles, 3) sports stories, and 4) editorials. (5:229) Reddick breaks down the typical high school paper according to space allotment as follows: news—32%, features—25%, sports—12%, editorials—6%, and advertising—25%. The commercial newspaper, on the other hand, shows a somewhat different space allotment: news—25%, features—10%, sports—10%, editorials—5%, and advertising—50%.

Other than advertising (the commercial newspaper depends so much on this for existence), the most significant difference is the importance of

feature type articles in the school paper as contrasted with the commercial publication. The school paper reflects the activities of the school; it serves in a more familiar way, a more homey manner than the commercial sheet; and, though its news evaluation must be fair and impartial, it tells it in a more lively manner than its professional brother.

Because of this familiar approach to the news, however, the school staff has to be wary of the pitfall of turning the entire paper into an editorial page, the general usage of "we" in the news story—or, worse, planting "I's" and "you's" outside of quotations.

The school paper patterns itself generally after the professionals in style of writing; it is more in subject matter content and treatment that the differences lie. The *who, when, where, what, why, and how* principles hold for the lead of a news story; the inverted triangle method of placing important facts on a decreasing scale from the lead guides the writer. The reporter uses short paragraphs for ease in reading, and he employs active rather than passive verbs to give life to his story.

To get his news story the reporter relies mainly on the interview. Generally he finds four types of persons to query: 1) the person who is willing to talk but does not know news, 2) the person who refuses to talk, 3) the person who knows news and is willing to talk, and 4) the person who seeks free advertising. (1:69) All of these, actually, have something for the alert reporter.

One of the functions of the school paper is to get a widespread coverage of the student population. This means getting many and a variety of names into the news columns. The person who knows no news but talks readily speaks names which can be used as news, or sources for news, every time he opens his mouth. And patience with perseverance can eke news out of the person who won't talk. The person who knows news and will talk is the natural of course, but many times the free advertising seeker can be used to about as good advantage with proper handling and judgment.

Main news sources for the interview are channeled pretty much the same in all schools. The principal and his administrative staff give out official policy changes and reminders, bulletins, and all data of an official nature. The student council represents the heart of the student body and provides a good share of the entire news sec-

tion of the school paper. The editor of many school papers is an official member of the student council as such—and should be. (Many school papers die on the vine because of lack of official recognition.)

Another main source of particular student interest is the athletic department. The coaching staff normally cooperates very readily to give out sports stories, sidelights, and advertising. The problem here is to keep the stories timely; a week-old defeat obituary needs feature treatment with an interest angle.

It is in the final analysis, however, the "beat" reporter, plodding, seeking, and keeping himself fluid by spreading out and being on the spot—with goading—who can find the interesting and unusual in any happening and gathering to keep the paper columns readable. But there is a warning to paste at the tip of his imaginative nose: *stick to the facts—keep the news constructive—avoid ridicule and secretive innuendos like the plague.*

And when the news is in, comes the writing. The newspaper is a vehicle of public relations, both within the school and between the school and the community. (7:81) Its columns must show character and personality traits of trustworthiness and responsibility. They must be understandable. They must be written in good, clear English according to accepted patterns of newspaper standards. A story may contain opinions if they are general ones which are documented by names of those making them. Sources of information should be stated, particularly on controversial issues; but a fact already stated reliably needs no stated source. (8:86-95)

To insure consistency in writing throughout the columns of each issue of the paper, a style manual is a necessity. (5:228) This will set up rules and practices in such matters as use of figures and numbers, lead paragraph lengths, headline writing practices, and other general and ground rule observances. Copyreaders' symbols are of great importance in this manual, as are other technical instructions of local requirements.

The copyreaders should be appointed with special care. It is they who get the copy to the printer—or duplicating machine—in final form. If a few evenings a week are desired free by "You," you will train and re-train the copyreaders until they can do an efficient job. They get the paper ready to go to press.

But still theirs is only one of the many duties

connected with the entire production. Each staff member has specific duties assigned, and each in a clearly established area of responsibility.

The editor has over-all production problems, the associate editor probably handles the editorials, the make-up editor fits copy into appropriate spaces, the sports editor carries the sports page, the news editor has the front page and various other columns, the feature editor, the club editor, the exchange editor, and any others that fit into local conditions and personnel have their niches. The business manager works out advertising and other financial details. The reporters carry the news to the editors.

"You" carry the load.

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Jalil Needs a Pen-Pal

(Perhaps you need one, too)

Dear Gentleman:

Most Urgent

Due respectfully I beg to say that I want penpal. It my first hobby in my heart. So I am writing this letter for penpal. I hope that you will acquaint to me. In one word, I want some address of your's country's college or school.

I hope that you will ponder at my request and you will be reply as soon as possible.

Thanking you!

With best wishes

Your's friend

Jalil Ahmad

c/o Post Master

Muzaffar, Nager, India

A Pioneer Exhibit

KATHRYN SEVILLE

*Florida Township School
Rosedale, Indiana*

In this atomic age with so many mechanical devices taken for granted, it becomes increasingly difficult for children to conceive the manner in which their ancestors lived. As a means of accomplishing this, I instigated the plans for a pioneer exhibit. Even the first year, it was amazing some of the old articles that were borrowed through the enthusiasm the children felt towards the project. Each year there have grown more anticipation and enthusiasm to make it bigger and better than the year before. This year, the ninth, they had over 400 items on display and over 600 people registered to view the exhibit.

Interests and desires are important factors in intellectual development. Creative activity gives important clues to the child's intellectual development. Learning takes place in problem-solving situations. All learning involves the solving of problems. Learning implies activity. Learning takes place while the individual is engaged in activity of some sort. The very nature of the educative process requires that the individual himself work through the problem situations. The individual must be motivated to learn.

Group relationships modify the child's emotional stability. The emotionally stable child has a sense of belonging to his group. In our project there is a job for everyone regardless of his mental capacity. A student is placed on a committee where with others he can feel a sense of achievement. Here a closer feeling is developed when measuring, planning, and pounding nails to make a fireplace.

One of the first problems encountered was the construction of a fireplace. The boys did the designing and carpentry work with the girls contributing their artistic touch in the production of an imitation stone covering. The coloring used this year was a piece of art in itself.

Discussions prior to the bringing in of items stressed the need for care in handling, dependability, and respect for the property of others. The articles are registered as they are brought in, each one numbered. Such information as the original owner, its present owner, its age, and who brought it in, are tabulated with the number.



Evidences of hard life in the "good old days"

A labeling committee is kept busy preparing labels for the arranging committee who places the articles on display where they will show to best advantage. Needless to say the items were rearranged many times as more are brought in.

Each numbered item, together with its present owner and the student who brought it, is named or designated in an attractive 40-page mimeographed booklet, which also contains the names of the various committees and an expression of appreciation to the lenders.

In order to give interesting bits of information or the history of the items on display to the viewers of the pioneer exhibit, we chose two groups of exhibitors who alternated in this task. This gave training and experience in speaking publicly to a sizeable group.

When all items are in and organized, part of the English assignment is the writing of letters to the other teachers inviting them and their classes to a scheduled visit. Letters are also written to parents, relatives, and owners of the exhibits inviting them to our open house. The theme for the program presented at the open house usually centers around some item or unusual antique which is brought in by one of the children.

Several etchings of early famous Americans provided the theme for this year's program which included songs and verse about such prominent people as George Washington, Patrick Henry, Noah Webster, Benjamin Franklin, Francis Marion, and John Hancock. The children write the script and present the program which is centered around some phase of pioneer life.

Items on exhibit vary widely: a knife over 700 years old, said by experts to have been used in the

early Crusades, a spoon over 200 years old, a spinning wheel, a hand-carved cradle 150 years old, a Betty lamp over 100 years old, McGuffey readers, histories, old Bibles, coins over 100 years old, battle flags, daguerreotypes, old clocks, flintlock guns, and churns.

Also, three original land grants on sheepskin signed by James Monroe, James Madison, and Andrew Jackson, a 163-year-old Dutch oven, beautiful coverlets and quilt made before the Civil War, a candle mold, a bullet mold, oxen yoke, and handblown crystalware, are only a beginning of

the priceless items donated for the pioneer exhibit by people in the community who loaned them to us with a feeling or sense of trust and confidence. They know that their keepsakes and relics will be handled with respect and displayed with care.

The value of the exhibit can be measured in achieving progress toward three goals: (1) development in basic skills and independence and initiative to attack problems, (2) a striving for discovery and development of constructive talents of each individual, and (3) emphasis on responsibility and cooperative skills.

A consideration of "Why it works" is as important and necessary as a consideration of "Why it doesn't work." Intelligent evaluation demands that both sides of the picture be examined.

A Critique of Our Student Council Organization

INTRODUCTION

CONSISTENT with rapid growth in Ukiah Union High School during the past four years, the need for reorganization of the student self-governing body became apparent.

Previously, a student council composed of the elected officers of the student body plus one representative from each class had managed school affairs under the supervision of an appointed faculty sponsor.

The council meetings were usually held a day or two prior to the regularly scheduled twice-monthly student body meetings. Reports on council action were relayed to the entire student assembly. At these times, council suggestions were acted upon in open meeting and other decisions arrived at in such meetings were executed by the council subsequently.

Eventually it became impossible to seat the student body in the school auditorium. Business could not be conducted adequately under such conditions. Therefore, some reorganization was in order.

In the school year 1957-58 an experimental organization was conceived and put into operation.

THE NEW STUDENT ASSEMBLY

Briefly, the following type of governing body was instituted:

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Ukiah, California*

1. Student body president, vice-president, secretary and treasurer were to be elected by ballot, all except the post of treasurer to remain in office for one semester. The latter, since the position required continuity of action throughout the year, was elected for the full year's time.

2. The two higher offices could be held by seniors only, while the secretary could come from either senior or junior class.

3. In addition, the Student Assembly, a complete organization with student body president as its key officer, was formed. The chairman of each intraschool club became a member of the assembly, as did the president of each of the four classes.

4. A representative from each of the twenty-four first period homerooms was elected in such room to integrate the activities of homeroom with those of the assembly.

5. One member of the cheerleader group and one from a separate group of song leaders were elected to correlate the activities of the athletic functions with those of the other organizations within the school.

6. A total of seven permanently functioning clubs was represented at the assembly. These in-

cluded Band, Science, Journalism, Future Teachers, Pep, Block U and Commercial.

7. Meetings of the Student Assembly were scheduled and held once weekly, almost invariably during the regular "floating period" of a nine-period day. The meeting period varied from week to week in an effort to reduce confusion with regard to lunch hours, academic classes or other extracurricular activities which may have had programs previously scheduled.

ANALYSIS OF WORKABILITY

1. Although some fifty-four students compose the new governing body, there has been little evidence of unwieldiness in the organization.

2. Decisions, plans, policy and activities of the body have adequately permeated the entire student body and faculty, with the result that better cooperation has been secured among all academic departments and within the structure of each participating subsidiary organization.

3. Few conflicts of interest and/or planned activities have occurred.

4. Each student in school is affected directly or indirectly and each one feels that he has a definite voice in the making of policy in school self-government. This is accomplished primarily by discussions and analyses within the homeroom or club or class to which the student belongs.

5. Interest in attaining to some office within the wide student organization has resulted in clever and successful campaigns at pre-election time.

6. The semester limitation on office-holding allows more than one hundred students to become intimately associated with, and a governing part of, the student body structure.

7. Each unit of activity in the school is closely welded to the others for the furtherance of school spirit and interest in the workings of the curriculum.

8. On the negative side, the only concrete disadvantage, in my opinion, is the influence of a few small cliques wishing to gain excessive personal attention. These organizations seem to be oblivious to the best interests of the school, whereas as they could easily be the most potent force in intrascholastic and interscholastic relations.

9. The system operates in our school.

We Gave a New Meaning To Valentine Day

CURN C. HARVEY

Aztec Public Schools

Aztec, New Mexico

For the past several years the schools of Aztec, New Mexico, have been giving a safety meaning to Valentine Day. By combining the Valentine spirit with a safety project, February 14th is observed as "Valentine Safety Day."

As homeroom projects in the different grades, the girls and boys design and make their own Valentines. They combine the Valentine spirit with safety lessons, themes, messages, jingles, slogans, and the like, and illustrate them with drawings from their own imagination and experience.

The pupils pursue this activity with such enthusiasm that the Junior Red Cross and the Parent-Teacher Association councils have endorsed the project. For two years a joint committee of these groups have conducted a contest and awarded prizes for the best Safety Valentines.

Pupils are asked to submit duplicates of their best Safety Valentines, and they are judged by the committee by using these criteria:

1. The Idea—how the Valentine spirit is tied up with safety and how the idea is expressed.

2. Graphic Expression—Is the drawing or design appropriate? Does it fit the message, slogan, motto, etc., expressed in the Valentine?

3. Originality—Is it the child's own idea or was it borrowed from a poster, card, book, or other source?

Usually a winner is selected from each homeroom which participates, and three winners-at-large from each school. There is no limit to the number of Valentines a pupil may enter in the contest, but each entry must be an exact duplicate of another which has been sent to a friend.

When the energy and enthusiasm of pupils are concentrated on a worthy project, results may prove more creative than adults think possible. This is a project which appeals to pupils in all grades and capitalizes on their interests as a basis for learning.

Pupils submit Valentines showing almost every situation and incident or place where accidents may happen. Bicycles, automobile, and bus

safety; in gymnasium, shops, washroom, classroom, halls, playground; outdoors; railroad crossings, street; at home; the irrigation ditch; safety at work—these and many other topics covered indicate that pupils do much serious thinking on the subject as well as discussion of it with parents and others.

Moreover, the Valentines carry challenging messages—written in language girls and boys can understand.

Often there are homeroom or school exhibits of Safety Valentines, and these have been combined on two occasions into community exhibits. The project is an especially good public relations device, and it is unsurpassed by any other project in making pupils safety-conscious.

Editorials commending the idea of Safety Val-

entine Day have appeared in several New Mexico newspapers. One editor stated that the idea is "a natural" and should become a "national institution."

One value of Safety Valentine Day is that all pupils in a school can have a part in it. It is a creative learning experience in which pupils find satisfaction and recognition. It is a way in which they can make their influence count. Working for safety becomes a rich personal experience for the girls and boys.

A program to teach safety is an important part of the modern school's program. This Valentine project can become an interesting part of the safety program in elementary schools. If properly organized and directed, it can have far-reaching influence in promoting safety.

Too many high school dramatic presentations are weak, weak, weak because they are cheap, cheap, cheap. They need not, and should not, be. The following article, reprinted by permission of The Clearing House, was prepared by a competent authority—associate professor of speech and drama, and founder-director of the Champlain Shakespeare Festival.

High School Dramatics: Must They Be Inferior?

Too many high school dramatics programs are so far removed from teaching literature that it is a wonder that the dramatics program and the senior English course are both housed under the same roof. I am referring to the unfortunate, misguided selection of "proper plays" for high school students to perform. It is perfectly common for a student to come from a last period English class, in which he is studying *Macbeth*, to a rehearsal of the class play that is the worst sort of hack writing. We well know that thousands of high schools are annually training their students in art and literature by either casting them in, or performing for them, some of the poorest, most tasteless plays ever written.

The standard argument for such a policy is threefold: (1) These "high school plays" are all the students are capable of doing. (2) This is what the public wants. (3) The school can afford to do only nonroyalty plays. Let us examine these three alibis—and alibis they are—for not teaching what we should by rights be teaching.

The argument that "high school plays are all the students are capable of doing" almost refutes itself. Our students are capable of reading the

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great masters of literature and understanding something of what they read, yet all they are capable of understanding for performance is "Johnny Pumpkin's Mad Courtship" or other such trash. At every turn we can see this point refuted. High school students see adult movies and TV plays, read adult books, get married, raise families, discuss political, religious, and philosophic concepts, but are not capable of even the simplest adult dramatic literature! Rather we must provide some simple, innocuous farce for them to do. A look at the current production schedule of high schools all over the country, in such listings as are found in *Players Magazine*, will more than prove that high school students in some places are producing and seeing intelligent, mature, adult plays. Do the other high schools wish to admit that schools in many other places have such vastly superior students, both for performing and viewing?

Let no one misunderstand me. I do not mean that the high schools should now all leap into production of Aeschylus' *Oresteia* or Racine's *Phèdre*. My point is that schools can justify their choice of plays only on the basis of mature, adult literature. Since we are training adolescents for adult responsibilities by introducing them into the confusing and complex world of adults, we must ask ourselves: Is this play literature? Is it adult? Does this play have any pretenses at art, or was it written by some sweet old lady in East Horseshoe, who just loves to write innocent, adolescent plays? My rule-of-thumb criterion is that no play should be performed in a high school that would not at least be accepted for reading and discussion in a contemporary literature course. Or, to put it more specifically, I seriously question the artistic and literary qualities of any contemporary plays that have not been subjected to the severe critical test of professional production and criticism. Would you not demand at least that much of the plays taught in your literature courses? If so, then please no double standards!

The second argument for doing inferior plays is that "this is the only kind of thing our audiences want." This argument immediately raises the question: For whom are the plays being done in an educational institution? Is the dramatics program primarily obligated to entertain the theater-going community, or is it obligated to teach art and literature to students? Certainly my vote goes with education before entertainment, with the student, not the public.

But even taking this argument at face value, it is fallacious. The poor "high-school-type play" is grossly inferior to the movies and TV plays which this same adult audience patronizes and apparently relishes. Furthermore, as many high school dramatics directors have happily discovered, once a good play has been done successfully, the local audience is never again so receptive to hack high school plays. The captive audience member at most high school productions always presets his standards low, because he feels he must. He is happy to watch *his children* perform in any piece of tripe! And, finally, we can honestly admit that the audience of the high school play is basically a sympathetic one. It comes not because of the play but because it is being done by the school. Considering some of the horrors these people have sat through all these years, their loyalty cannot be questioned; it is noble!

The third argument, that "we can afford only nonroyalty plays," is also specious. The highest royalty which a play charges today is \$50, and the play lessers commonly reduce prices as much as 50 per cent for schools with small auditoriums and with financial problems. Thus, royalties are in reality only about \$25 to \$35, with second performances proportionately reduced. At \$35 royalty for a performance, it takes only seventy patrons at 50 cents each to meet the cost.

Few contemporary plays of any literary pretensions are available royalty free, although all the great plays of the past are outside the copyright limitations. Since the purpose of high school dramatics is to teach literature, there can be no justification for the school to renounce its obligation because of \$25 or \$35 a year for royalty. Usually the reason a school is not able to pay royalties is that it expects to use all the proceeds for something extraneous to dramatics. Since the literary merits of the play produced are of prime importance to the entire dramatics program, the school must first purchase a respectable play, before using play proceeds for band uniforms, trophies, and the like.

One further complaint about the inferior high school dramatics program: the obsession with contest plays. Many principals, teachers, and students are annually caught in the tradition of the one-act play contest. This endless circle of contest is often a poor motivation for a high school dramatics program, although in many schools it seems to be the only motivation. The danger (not fault) of play contests is that they are concerned with competing, whereas art and literature, unlike sports, are not basically competitive. We must remember that the purpose of high school dramatics is to teach art and literature, and if the contests, with their limitations on plays and production procedure, interfere with this valuable purpose, then the contests are damaging to both student and school. One example is the school that expends all its dramatic energy and money on class one-act plays for the district contest. Since there are precious few one-act plays of any literary pretensions, and since in many schools this spreads the school's acting and directing talent too thinly, such a program tends to lower appreciably the quality of the art they produce. Contests can be valuable but only if they complement or supplement the basic responsibility of the school in teaching art and literature.

A school trip worthy of the name must have a justifiable educational goal, and be well organized, prepared for, supervised, and capitalized. Incidentally, let's never use the term "excursion" in connection with this event, because it implies entertainment, not education.

Our School Trips Are Educationally Profitable Because —

"**T**HIS year has been one of my most exciting years."

"All in all I have enjoyed this school year more than any other in my life."

"The trip to the United Nations, in my opinion, was one of the nicest things we have ever done in school."

"These field trips made our learning easier and school more fun."

"I believe I was not the only one who fell asleep as soon as my head touched the pillow, after a day's journey I will never forget."

What are these seventh graders talking about? They are talking about a year's experience in a seventh grade social studies class at the Mark Hopkins Laboratory School of State College, North Adams, Massachusetts.

One of the experiences was a series of field trips. As the pupil quotations indicate a well-planned and executed trip is one of the most exciting experiences pupils can have. They may read about buses and ships, but they really never learn to the best advantage until they see these machines in action. Then the reading takes on new meaning for them. Problems in social studies become more real when pupils can be taken into the community to study the industries and occupations in the surrounding area.

Many elementary teachers realize these values and children are taken on field trips to the local fire and police stations or perhaps to the bakery. Often senior class groups are taken to Washington, D. C., or on other class trips. However, trips with junior high youngsters seem to be at a minimum.

Naturally, trips for which the students assist with planning and organizing are more meaningful and valuable to them. At the beginning of the last school year the greatest emphasis in the social studies classes was to be on world understanding with a specific objective the enrichment of classes. An original pageant on the United Nations was being prepared through correlated English and social studies classes when the teacher thought,

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"Why not visit the United Nations in New York."

The idea was discussed with the school principal who requested that all the pertinent information be gathered so that official permission could be had from the superintendent and school committee. The activity was on a "Let's try it and see if it works" basis as the trip was to be taken on a school holiday and involved a distance of 150 miles. All of the 110 pupils in the seventh and eighth grades were invited to attend with the hope that at least one bus could be filled. Children desiring to take part were asked to return signed permission slips from home and pay a nominal \$5 fee. The very next day, the five junior high teachers were surrounded by students bearing money and permission, with the result that all seventh and eighth graders were able to attend. A few children who did not have the money were sponsored.

The group left the school at 6 a.m. in three buses returning at 9 p.m. after a wonderful day visiting at the United Nations. A short time after this in searching for a theme for National Education Week and a different way of presenting a program it was decided to use the United Nations theme. The children presented their original pageant with a great deal more appreciation and naturalness. A group of women who had tried to interest the people in the United Nations felt the students had done more to awaken the city to the United Nations than anything they could have ever done.

With such success, many local trips were taken during the course of the year to the library, local woolen mill, machinery shop, and to the newspaper. There were pictures taken, reports made, thank-you letters written, and discussions held.

At each discussion came the request for



Before tour of woolen plant, manager explains processes of manufacture

another big city trip with special emphasis on the state capital, Boston, with its historic surroundings. A student committee approached the principal with the request that the trip be made. Approval was again obtained from the superintendent and the school committee and letters of permission sent home.

Each field trip is made up of three essential parts: the pre-planning, the learning experiences of the trip itself, and the re-living and re-learning experiences which follow. Included in the pre-planning along with official and parent sanction is information for the parent. Following is the general notice sent to parents concerning the Boston trip.

"We at Mark Hopkins School have been granted permission by the superintendent of schools to sponsor a trip to Boston, the capital of our state, on Wednesday, May 18, 1960. Arrangements have been made so that any child in grades 7 or 8 may make the trip if he or she is willing to pay about \$6. The exact amount will be announced when the final number of reservations is determined. The price will include the round-trip fare to Boston and a guided bus tour of the city and the historical sites. A visit to the State House is also being planned.

"The children should bring lunch enough to supply them for the day. Stops will be made, however, on the way down and on the way back so that the children can buy drinks and extra snacks if they wish. The money which each child takes for refreshments will be up to the individual and will not be included in the fare.

"All of the seventh and eighth grade teachers, the principal, and some of the senior student-teachers will accompany the group so that there will be both men and women chaperones on every bus. If there are any children whose parents do not wish to have them participate in the field trip or any children who do not wish to go they must come to school as usual for this is a regular school day and they will be supervised with a regular daily program in effect.

"Buses will leave Mark Hopkins School at 6:30 a.m. and will return at approximately 9:30 p.m. If your child is going on the trip please make arrangements with him as to the way he will go home."

And so, included in the pre-arrangements for the trip were the following items:

1. Cooperative planning including pupils and teachers establishing aims and objectives of such a trip.
2. Permission from headmaster and school officials.
3. Parents' or guardians' permission.
4. Chaperones or adult leaders, in a ratio of one teacher to ten children.
5. Transportation.
6. Pre-arranged rest stops at picnic areas or restaurants and time involved.
7. Program confirmed by those in charge at destination such as obtaining tickets ahead of time.
8. Discussion of conduct. Children and teacher set up criteria for courteous behavior and respect for property.
9. Safety. Traffic rules and method of leaving bus and returning established. Buddy system set up.
10. Final instructions dittoed and distributed to children.

After two weeks of pre-planning the big day arrived and the major trip of the year, a visit to Boston, the state capital, started. The three buses left the school at 6:30 a.m. The first stop was at the Gardner, Mass., state park and the second at Copley Square in Boston.

First on the agenda was a tour of the Freedom Trail, which includes the following historical sites: Park Street Church, where "America" was first sung; Old Granary Burying Ground; King's Chapel; Site of First Public School; Statue of Benjamin Franklin; Old Corner Book Store; Old South Meeting House; Old State House; Boston Massacre Site; Faneuil Hall; Paul Revere House;

Old North Church; Copp's Hill Burying Ground; Boston Stone; and Province Steps.

The group then stopped at the State House to be introduced to the legislature by the local senator and representative. State police escorted the group through the building.

Next stop was in Cambridge at Harvard University. Agassiz Museum with its glass flowers, gems and botanical collections was of great interest. Leaving Cambridge and starting the trip home there was time to stop in Concord and visit the "rude bridge that arched the flood," the old North Bridge, and the Minute Man statue where was "fired the shot heard 'round the world," as well as to view Louisa May Alcott's home.

The trip was concluded by several culminating activities. In many ways these activities provided a re-living and re-learning activity both in English and social studies.

1. Everyone wrote thank-you letters to the bus drivers, chaperones, and others who helped.

2. All students wrote an evaluation of various aspects of the trip such as behavior, courtesy, safety, and most outstanding feature of the trip.

3. Committees were organized to display pictures, charts, maps, samples, booklets, and souvenirs of the trip.

4. Each pupil gave an oral report on some phase of the trip involving use of new words to add vivid description.

5. The trip provided motivation for the use of reference material on the historical significance of Boston.

It was felt that many objectives were realized which could not have been met otherwise. Yes, and seventh graders weren't the only ones who fell asleep as soon as their heads touch the pillow —teachers did, too.

Interscholastic athletic competition has come a long way since an earlier day when schools assumed no responsibility for scheduling, promoting, and handling games, these being done by interested students, alumni, and town sportsmen. This recent healthy development came out of a demand by school people themselves, and resulted in the formation of state athletic associations and, later, of the National Federation of State Athletic Associations. These have been, and still are, effective promoters of wholesome interscholastic athletic relationships.

A Look at the Cardinal Principles of Athletics

"THE Cardinal Principles of Athletics," as set forth by the National Federation of High School Athletic Associations and the American Association for Health, Physical Education and Recreation, may be briefed as follows:

Interscholastic athletics should:

1. Be coordinated with the school curriculum.
2. Justify the use of the school plant, equipment, and facilities as educational opportunities.
3. Retain the true spirit of amateurism.
4. Be organized, promoted, and handled by school authorities.
5. Provide a wide variety of participation opportunities.
6. Allow no professionalism and commercialism.
7. Discourage all-star games and selection of all-star players.
8. Foster the development of character and good sportsmanship in both players and spectators.

PAUL E. OSTYN

Senior High School

Twin Falls, Idaho

9. Include a well-balanced intramural program.
10. Promote respect for all pertinent local, state, and national rules and policies.

Let us consider these principles a little more in detail and see the meaning and implications of each.

1. *Interscholastic athletics should be coordinated with the school curriculum.* Unless the athletic program is closely coordinated with the curriculum it would be impossible to justify its existence in the public schools. Athletics are only a part of the school's program—an important part, but not the main part. A student cannot be graduated by participating in athletics; in fact, most students are graduated who have not participated in athletics. Nor should this program be allowed to interfere with the traditional work of the school. However, because of the tremendous amount of

learning and maturing that takes place because of them, interscholastic athletics must be considered important supplementary, or complementary, parts of the school's program.

Further, it must be remembered that the entire school similarly grows and matures because of a good athletic program. All the values are not derived by the few who participate directly. If this were so, the program could not be justified because (1) too few participate directly in it; (2) those who receive the benefits do not need them, relatively speaking; and (3) those who need them do not receive them. School pride, spirit, loyalty, and morale are outgrowths, and are as important in the development of a good school as they are in the development of a good citizen.

2. *Justify the use of the school plant, equipment, and facilities as educational opportunities.* Most interscholastic athletic programs are financed through gate receipts and student activity tickets. However, if you can justify any program of the school as being educationally sound, you can justify the use of these facilities and tax monies for it. Ideally, it would be better not to charge an admission fee to the games at all. (It is even possible that all such school admission fees are illegal—certainly they are illogical.) This no-admission-fee policy would help even further to substantiate the claim that athletics are an important part of the school's business. Moreover, it would bring a correlative demand that the financial outlay represent a good educational investment. This would, undoubtedly in many instances, result in an improvement of the athletic program.

To emphasize, athletic competition fosters the development of the elements of good citizenship—cooperation, loyalty, initiative, ambition, responsibility, etc., as well as the techniques of discovering and mastering individual and special abilities, as nothing else in the school's program does. Hence, this education should be paid for through taxation.

3. *Retain the true spirit of amateurism.* Obviously, amateurism is the only type of competition we can allow in the public schools. We just dare not allow those handling the program, or outside influences, to produce anything else but amateurism.

Albert M. Lerch says, "What's wrong with athletics? Nothing! The wrong lies within those who administer or conduct them. What's wrong with athletic leadership? is a better question."¹

¹ Lerch, Albert M., "What's Wrong With Athletics?" SCHOOL ACTIVITIES, Feb., 1957, p. 185.

I am sure that this statement sums up the attitude of all school people who are interested in seeing athletics remain an educationally integral part of the school's program. We cannot allow a few selfish or self-centered individuals or organizations to ruin athletics while trying to gain personal or group gains and honors.

Incidentally, professional baseball's policy of prohibiting bonuses to high school athletes also helps to distinguish between amateur and professional sport.

4. *Be organized, promoted, and handled by school authorities.* The athletic coach is first of all a teacher, a regular member of the school's faculty, whose main interest is education, not an outsider whose only interest is in winning games. He must possess all the qualifications, meet all the requirements, and hold certified teaching credentials the same as any other teacher in the system. Any deviation from this, large or small, is unthinkable.

5. *Provide a wide variety of participation opportunities.* It is advisable, and entirely possible, to have more than one interscholastic activity going on at the same time in order to provide as many opportunities as possible. Naturally, the smaller the school, the fewer are these possibilities. However, in almost any school such combinations are feasible. For example, in the fall, football, cross country, and golf; in the winter, basketball and wrestling; in the spring, baseball, track, golf, tennis, and possibly softball for the girls. And there are, in addition, numerous possibilities of minor competitions, both intrascholastic and interscholastic.

6. *Allow no professionalism and commercialism.* By keeping our athletics strictly amateur we are eliminating professionalism among our players. Often, it is rather difficult, especially after a winning season, to keep a community from trying to show its appreciation by means of gifts, trips, and other recognitions of a cash-value type, all of which are prohibited by nearly all state athletic associations. Sad to relate, however, by means of various under-the-table means, these regulations are not always strictly followed.

The administration and coaches must do a good job in public relations here in order to get across the idea that real educational values are what the school is trying to attain. They, more than any other school employees, must explain how any such commercialization hampers the school's efforts. This is a sales job—and a most

important one, one with which the more intelligent citizens of the community will be in complete agreement. The editor and the sports editor of the local newspaper are very important in this program of enlightenment because they have the established and respected avenues of publicity. If necessary, they should be the first ones to be "educated" as to the proper place of athletics.

7. *Discourage all-star games and selection of all-star players.* Generally speaking, most state associations prohibit all-star games. Regrettably, though, some of them promote the announcement of all-star teams.

The ill-feeling generated by those athletes who are not selected (as well as by their supporters), should be enough to convince the school administrator that all-star contests serve no good purposes, even when used as charity benefits. It is better to sell those who favor such events the idea that all who participate are "stars," and that the opportunity and honors are recognition enough.

Community pressure upon individuals selecting all-star teams and contestants tends to cloud and misemphasize the real educational goals of such events. Too, we all know that very often "champions" are hard to live with—another way of saying that championism may develop undesirable, as well as desirable, personal qualities.

8. *Foster the development of character and good sportsmanship in both players and spectators.* Sportsmanship and character are closely related. We all recognize that in our daily living we must abide by certain standards of fair play and decency. In athletics we have a wonderful opportunity—the best in the school—to instill these ideals and practices. The spirit of sportsmanship and decency must prevail in the school, and it can and will if the administrator, coach, and athlete insist that it does. Without such ideals and practices the interscholastic athletic program would certainly deteriorate into a set of interschool and intercommunity brawls.

Probably on the whole, the individual student can be the best salesman for good sportsmanship—provided he is properly educated and supported by the administration and the coach. Through his local contacts with friends and parents he can help to build up the social pressure necessary. Logically, the school people must set the example. Here, too, the intelligent and vigorous support of the local newspaper editor and sports editor is essential.

9. *Include a well-balanced intramural pro-*

gram. The intramural program can serve a two-fold purpose. First, and by far the most important, it can provide opportunities for all students to participate. Second, intramurals can help to discover and develop future interscholastic talent. After a year or so in the intramural program it is quite possible that many an individual will become a serious contender for a place on a school team. All experienced school people have seen this happen. Although this should be more of an incidental value than a direct goal of intramural athletics, yet it, too, is important insofar as the school in general is concerned.

10. *Promote respect for all pertinent local, state, and national rules and regulations.* The ideals and practices of fair play must be taught; these hardly come in one's original nature. As adults we must observe the many rules of living, and we cannot afford to pass along to younger persons the idea that these rules are made only for the other person or the other team, or that they are something to be challenged by "get-away-with" or unseen violations. Surely one objective of the athletic program is to teach the student (not only the one who plays but also the one who watches) respect for law and order; that laws are made to protect him, not to hamper him.

We must not only develop the standards and regulations of the game, we must also teach close observance of them. We cannot just give lip service; we must insist upon strict adherence.

Because young athletes are the biggest imitators in the world, coaches and older players must set the example. And standards of fair play must be observed towards all—the opponents, the officials, the spectators, and the opposing school's personnel. They all have every right to be treated as guests of the school.

Obviously, a code of principles, no matter how estimable it may look on paper, is of little practical value unless and until it emerges in actual practice. And, in the case of interscholastic athletics, the main responsibility for such emergence is upon those associated, either directly as participants or indirectly as spectators; the administrator, who is responsible for all that goes on in the school; the coach, who is directly responsible for teaching the players; the student, who is responsible for the picture shown to the community; and the thinking citizen, who appreciates the purpose, place, and importance of athletics, and insists that these be not overshadowed by the immediate end of winning games.

An Assembly Program Publicizes School Library Standards

E. J. LOSEY

*Librarian, Savannah State College
Savannah, Georgia*

A weekly all-college assembly program is held at our institution during the regular school year and the summer session. On June 30th, the writer was approached by the college chaplain to speak at the July 7th Assembly in the absence of a faculty member who was suddenly called out of town. However, I had already spoken during the school year, so came up with the idea that the newly organized courses in Library Science could well fill this responsibility. Too, this presentation would be a public relations vehicle for the new program to certify teacher-librarians, a program which commenced at our institution during the summer session.

On the following day I raised the question with my class in School Library Administration and Organization—the feasibility of presenting the new school library standards at the forthcoming assembly program. A few persons were appalled by the short notice but the group overwhelmingly voted to sponsor the program. Most of the members of the class were inservice teachers and these, together with the few undergraduates, felt that this was a golden opportunity to inform fellow teachers and administrators who were in summer school about the *Standards for School Library Programs*.

Armed with the *Discussion Guide for Use With Standards for School Library Programs*, co-chairmen and committees were appointed to plan the program. Although the discussion guide was a panacea and an invaluable aid for a group that had less than a week to prepare, nevertheless, the students felt that the usual panel discussion would not create interest and hold the attention of an audience in our hot and humid Georgia climate.

Then someone suddenly suggested a telethon. The suggestion caught the imagination of all members of the planning committee except the instructor. I must hasten to admit that my trepidation concerning a simulated telethon stemmed

from its resemblance to rigged television and payola and my natural fear was that it would do more harm than good. However, acquiescing to the enthusiasm of the committee, I worked with the group as a captive partner.

Television Station SSC (Savannah State College) was born with stage props that gave the illusion of reality. The coordinator of the program, with two members of the class who consented to serve as consultants, and a panel of six experts who consented to answer the queries served as key personnel for the production. Our electrical department provided the telephone with bell for the telephone answering service to use for outside questions to the station. It was agreed that the members of the panel would submit two questions which would be relayed via telephone for answering. Three questions were planted in the audience in order to encourage audience participation. To our great surprise, several persons in the audience asked questions which indicated that the program had stimulated thinking about many aspects of school library service. A socratic exchange between one person from the floor and a member of the panel generated a continuous flow of questions and answers on the new school library standards and so contributed to a better understanding of the role of the library in today's schools.

Was the program worth the effort? The answer is an unqualified resounding YES. It not only provided the opportunity for future teacher-librarians to become thoroughly familiar and saturated with the new standards, but it also gave them an opportunity to share the standards with their fellow-teachers who were attending summer school as well as those, later, who were not in summer school. The question and answer period helped to dispel many erroneous conceptions regarding school library service. The member of the class who said that the program would prove beneficial to the administrators who attended the workshops was really a prophet, for several school administrators have discussed with me the improvement of library service in their schools and the inauguration of a sound school library program as a result of our efforts.

We agree with Bacon that every man is a debtor to his profession and heartily endorse the statement "school librarians should have a thorough knowledge of the standards and today's educational aims as revealed through a study of

*Standards for School Library Programs . . . they are responsible for interpreting the standards to others in the library profession, including those concerned with library education program, and to educators and lay personnel in the education of children and youth."*¹ Only through a sustained effort on the part of school librarians to publicize

¹ American Association of School Librarians. *A Discussion Guide for Use with Standards for School Library Programs*. p. 2.

and interpret the standards will we achieve our goal of improving school library service.

Although our telethon was a substitute assembly program, it is our opinion that the class in School Library Administration and Organization educated their fellow summer school students to the realization that schools which meet the new library standards will have quality libraries and these will help to ensure quality education.

Although "Blunderbuss" is fictitious, this is a true story, and not a very pretty one. We are sure that it does not represent the typical high school. However, it is possible that in almost any school there are a few of the weaknesses here presented. Naturally, the writer, now happily teaching in a large high school, must remain unknown.

Hit-and-Miss Activities at Blunderbuss High School

LET me state first, that I was not involved in school administration during the two years I taught at Blunderbuss High School, but did sponsor a club (three, in fact, during this period) and had plenty of opportunity to see what was going on. Maybe I am conceited, but I believe that my reactions were those of the thinking members of the faculty and student body.

The whole extracurricular program was hit-and-miss. It showed no specific purpose, no definite organization, no careful planning. Each activity or event seemed to be publicized at the last possible moment, with no calendar or other policy set-up. As a result there were many conflicts and overlappings. I could not help but contrast this casual "planning" with the very accurate and proper system of calendar control I had seen in a former teaching experience.

Although the vice-principal and students were congenial, the latter did not get along well at all with the principal, whom they called "The Great White Father." I never did discover exactly what this meant, but believe it referred to his refusal to allow the students to make decisions. Everything was referred to him, and if an item required extra time, he, apparently had the alibi of being too busy, and did nothing. In a way this may seem to be contradicted in the following illustrations. However, in another way, it is not; having no ideas himself, he allowed the various groups (except the student council) to do about as they pleased.

The principal was sponsor of the student coun-

ANONYMOUS

cil. I never did see an announcement of a council meeting earlier than one day ahead, and know that no particular date or time was set aside definitely and regularly for it. The sponsor was busy with administrative duties, and probably had to meet with the council whenever he could fit it into his schedule.

I "attended" one council meeting (held in the office) quite by accident, and I recall that the sponsor was lacking in firmness. He was indecisive in handling the group, and I am sure the members felt a need for more intelligent and stronger leadership. The meeting was in the nature of an informal get-together. It was a meeting in which things were discussed, but one in which no decisions were made, no problems solved, and no plans developed. The office setting—with its frequent telephone and student and teacher "break-ins"—was not conducive to proper student council work, and neither was the attitude of the sponsor himself.

This council was composed of class and club presidents and so was entirely an *ex officio* body. Hence, each member had two responsibilities, one to his own group, and one to his school. And the latter responsibility, naturally, did not amount to much. From one of the teachers I heard that the principal considered the plan of electing members specifically for student council duties was "too messy." Considering accomplishments, it could hardly have been more "messy" than this arrange-

ment. No training in parliamentary procedure was provided to any group in the school. And, of course, the groups did not use any.

Occasionally, the council tried to act as a sort of disciplinary body, once, even to the extent of the President smacking a recalcitrant football hero and receiving a bloody nose in return. Great publicity, a split school and decreased respect for the council—if this was possible.

Assembly programs were hit-and-miss affairs, irregularly scheduled, sometimes not lasting the period, and sometimes running overtime, always in both instances disarranging the following class periods. These programs were usually a laugh (and that seemed to be their main purpose), skits, songs, dances, and stunts which made the period an uproarious one. Sometimes a local minister delivered himself of a sermon, while everyone whispered, read, slept, or raised the devil generally. Occasionally a good "bought" program was presented, usually in music or science. But no attempt was made to discover and capitalize high-class talent in the faculty or student body.

Clubs could be formed by any group large or small, irrespective of goals or purposes, or type of organization. The one limiting feature was sponsorship—if the group could talk a teacher into "sponsoring" it, the club was formed. The result was a constantly changing schedule of clubs; some of them lasting only two or three meetings. Even my own clubs went to pieces because the officers and sponsor tried to develop a feeling of responsibility among the members—something they did not have a desire for.

I never heard the word "evaluation" applied to any extracurricular activity. Of course, there was no such ideal or practice.

There was no set activity period, the argument against it being that there was no time because so many of the students were transported to school and home. Yet this same administration freed the students at 1:30 every afternoon during the ski season, which stretched from three to six weeks, depending upon the students' skiing ability.

Homerooms were report and study rooms. Apparently, the administration had never heard of "guidance." Certainly, there was none.

There was no established policy in financing activities—unless it was the lack of a policy. Each organization or activity raised, handled, and spent money in any way it liked and at any time that suited it, with many consequent conflicts and much hard feeling.

Sponsors were assigned on the basis of tradition, election by group, vacancy of periods, and, often in the case of new teachers, on the basis of "you get what the older teachers don't want."

This school, from the outside, was a good one—fine building, suitable equipment, and, in general, a well-trained faculty. Inside it was a poor school, due to the lack of an intelligent understanding and appreciation of the place and importance of extracurricular activities. It was low in aims, spirit, and morale, and ineffective in developing the ideals and practices of good citizenship. I was glad to leave it.

Action for Safety

HARVEY D. HARTER

Division of Instruction

Detroit Public Schools

Detroit, Michigan

It is the job of the safety education teacher to equip students so they can cope successfully with their environment and to recognize the hazards involved in situations that the student is not capable of coping with, thus enabling him to avoid them. One step toward the accomplishment of this goal is the formation of some type of safety organization within the school.

Regardless of the area of safety with which this organization will concern itself, to be successful the following principles are basic: (1) teacher guidance and leadership must be strong; (2) the organization must adhere to the principles of democracy; (3) the organization must be democratically run by students; and (4) the student body and faculty must cooperate fully and be kept constantly aware of the program and activities of the organization.

Because of my interest in driver education and the great need for coordination and planned programs, I shall deal only with the traffic problem.

The solving of this problem will depend to a great extent upon the attitudes, knowledge and skills developed in young people while they are still in the high school. The student must be made aware of the traffic situation around the school. Greater effort should be put forth to develop, within the student, an interest in and promotion of traffic safety.

The student council or other general student

organization is the logical body to promote this type of activity. It appears to me that any traffic safety organization, to be effective, should be a branch of the student council. Most councils have working committees within the council. A traffic safety committee could be the skeleton group for a traffic safety organization. All policies and regulations planned by this committee would be taken to the student council for discussion and approval. In this way, the entire student body would be aware of and familiar with the traffic safety program.

A step toward putting policy into practice might be the development of a "Traffic Safety Code" for all students driving to school. This would be done by the traffic safety committee with guidance from the driver education teacher and cooperation from the student council.

A further step toward promoting this program could be that all students driving to school be required to have their cars registered and checked. Students would act as safety inspectors checking, under proper supervision, such things as brakes, lights, horns, and mufflers. Proper emphasis

should be placed on the importance of keeping the car in safe operating condition.

Another problem that could be considered is that of obtaining a suitable parking area for students. This may prove to be a rather knotty difficulty but if approached from the proper perspective both students and teachers would benefit immensely.

The activities and projects of the traffic safety committee would vary according to purpose. However, it is imperative that such activities be developed on the student level by students themselves. Those aimed at developing discretion or shaping student opinions could take the form of assembly programs, poster-making, slogan contests, articles in the school newspaper, radio and TV presentations, and exhibits. The integration and correlation of such activities with the driver education program would enrich the student's experiences and make them more meaningful.

Whatever else can be said, there is variety in the role of the safety education teacher, but his main purpose is to develop safety consciousness on the part of the student.

Organising and promoting a STUDENT COUNCIL WEEK has been an effective activity in many local schools and communities. It can become still more effective if it is promoted on a state-wide level. Here is how one state association of student councils did this.

Our Kentucky Student Council Week

STUDENT COUNCIL WEEK was observed for the first time in Kentucky during the period of October 31 to November 4, 1960. It was established by the Kentucky Association of Student Councils and by proclamation of Governor Bert T. Combs.

The purposes of this observance were to inform the public of the accomplishments and needs of the student council and to secure the cooperation and support of the public in meeting these needs.

THE GOVERNOR'S PROCLAMATION

To All to Whom These Presents Shall Come:

WHEREAS, this is a dynamic period in the history of our country, and it is necessary that we recognize that an active interest in questions involving public welfare is essential for everyone in every walk of life; and

WHEREAS, there is no better laboratory for imparting the democratic principles to our future leaders than in their own organizations of self-government, and it is especially fitting to honor the important work that is

AHNA L. MILLER
Executive Secretary KASC
Henry Clay High School
Lexington, Kentucky

being done by student councils to promote good government; and

WHEREAS, youth will always find a place for useful service if trained to meet the requirements of such a place in society. Good citizenship is a necessary requirement. Student councils provide the proving ground for the young American's knowledge, understanding, and experience, and a sounding board for his thoughts, words and actions. Not only will our student councils of today strengthen our democracy of tomorrow, but they will guarantee its success;

NOW, THEREFORE, I, BERT COMBS, Governor of the Commonwealth of Kentucky, do hereby designate the week of October 31 as

STUDENT COUNCIL WEEK

in Kentucky, and urge all students, parents, teachers and other citizens to join with the Kentucky Association of

Student Councils in giving appropriate recognition and support to the student councils in all of our schools.

Done at the Capitol, in the City of Frankfort,
this eleventh day of October in the year of our
Lord one thousand nine hundred and sixty, and
of the Commonwealth of Kentucky the one
hundred and sixty-ninth.

Bert Combs
Governor

SUGGESTIONS FOR STUDENT COUNCIL WEEK

In order to help local councils promote Student Council Week, the executive secretary issued a special bulletin which included the following information and suggestions.

Every KASC member school should begin now planning their activities for this week. In order that your community shall know of the many fine things accomplished through the student council, you should look over the list of suggested activities below and decide upon one or more as your contribution toward making the week a grand success. You can also think of original ways to interpret the student council programs and needs. Select the activities which you can carry out and which seem likely to have the best reception in your community.

1. State-wide publicity of Student Council Week through Associated Press release to newspapers.
2. Publicity through local radio and T.V. stations.
3. On the local level publicize your work by holding student council meetings in assemblies, by council officers speaking before the PTA, and by reading the Governor's Proclamation. Discuss the student council constitution in history classes and in homerooms.
4. Provide local newspapers with editorials, feature stories, and news releases.
5. Prepare a store window display. Contact advertising manager of a local department store. He will give you space to exhibit evidences of your most successful projects and will assist you with your plans.
6. Provide student speakers for your local civic clubs. Ask for time at their next meeting to explain what the student council is and how it operates in your community.
7. Present or dramatize an assembly program—inform your student body. You could hold a student council meeting as a part of an all-school assembly.

8. Make posters—use your bulletin boards to announce Student Council Week.
9. Publicize the week in your school papers.
10. Call a neighbor school that has a council in operation and is not a member of KASC—try to enlist as a member school.
11. A good student council can be of service to neighboring schools in helping them initiate and organize a council. This would truly be "Citizenship in Action" for our week.

HISTORY OF KASC

Organized—Henry Clay High School, March 19-20, 1948

Membership today—96 secondary schools
Its four executive secretaries (names and dates of office)

KASC's Certificate of Recognition

KASC received Certificate of Recognition 1960 from the National Association of Student Councils. The bases of this award are:

1. Approximately 20% of the eligible schools in the state are members of the National Association of Student Councils.
2. The state association sends out at least four newsletters a year.
3. The state association holds an annual convention or district meetings or both.
4. The state sends a full quota of delegates to the National Conference.
5. Sixty copies of all printed materials (state) are mailed regularly to the NASC office.
6. The state association shows an appreciable growth in membership.
7. The state association has a continuing summer student council workshop.
8. The association has a state-wide project each year.

KASC Officers

The names and addresses of the present officers of the Association.

CONCLUSION

Although it may be a bit early for us to evaluate accurately the immediate and ultimate effects of our Student Council Week, we are convinced that the time and efforts used in organizing and promoting it were well invested.

ASSEMBLY PROGRAMS

IDEAS FOR YOUR NEXT ASSEMBLY

In order to meet the growing need for practical material to aid in presenting worth-while assembly programs, a class of graduate students in speech under the direction of Dr. Albert Becker prepared and published a 70-page booklet with the above title.

Separated into two groups for elementary school and junior and senior high schools are 58 programs which are also classified according to their primary purposes: inspirational, instructional, recreational, aesthetic, and civic. Following this is a section listing sources of additional material.

Copies of this booklet may be obtained, at no charge, from Dr. Albert Becker, Speech Department, Western Michigan University, Kalamazoo, Mich.

THE ASSEMBLY SING

Although everyone likes to sing (whether he can or not), group singing in the assembly is, with the possible exception of school and patriotic songs, a badly neglected school activity. It is sad but true that the boys and girls of the present generation do not know the fine old songs that were sung by their parents and grandparents. Here is an assembly activity that can be both interesting and educational.

The numbers selected for the "assembly sing" may be romantic, war, sacred, seasonal, national, popular, etc., or they may all be those of some one famous composer, say, Stephen C. Foster. If song books or sheets are not available, the words may be mimeographed and copies handed to each student as he enters, or they may be shown by means of slides.

A not-too-long period, variety in types of songs, and an enthusiastic leader, are "musts" in this program.

COMPETITION IN SINGING

This is an interesting variation of the above program. In it the assembly audience is divided into two or more sections and each of these competes with the other or others. If the competition is between two sections, these may be right and left halves of the room, or the front and the back. Each side has its own music song leader, either a teacher or student.

One side sings a verse of a song and the other

side then sings the second verse. If the verses are short, each side may sing two verses. Another method is to allow each side to select its own songs. This is practicable only if the groups are relatively small.

Several judges, students and teachers, or both, sit on the stage and each marks a ballot without discussing it with the other judges. At the end of the "sing" the judges huddle and name the winning side. Obviously, a set of simple standards, by which the sides are judged, should be developed and made known to the students, in order that their competition may be intelligent.

A BASKETBALL PROGRAM

One important cause of poor sportsmanship is the fact that students, teachers, and parents know relatively little about the game being played. What little they do know too often is incomplete and inaccurate. An assembly program designed to enlighten the school is always profitable—in fact, it is a necessary part of a seasonal sport. Here is an illustrative program for basketball.

1. A display and discussion of basketball materials and equipment—cost, care of, etc.

2. Fundamental rules. These can be described and explained briefly, and some of them can be demonstrated or dramatized by uniformed players.

3. Basic plays. Both offensive and defensive plays are explained and pictured on a large blackboard.

4. Officials' signs. These are illustrated by a uniformed official who calls them on posed players in uniform.

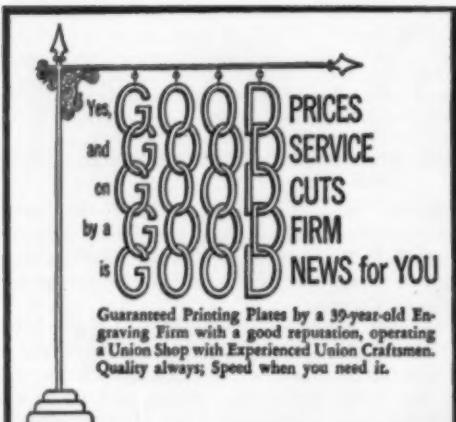
5. Sportsmanship. An illustrated talk and demonstration on the importance of good sportsmanship of both player and spectator courtesy.

This type of program can be seasonally repeated year after year because there are always some misunderstandings, new students, and recent changes in the rules.—Paul E. Ostyn, Filer High School, Filer, Idaho.

ADVERTISING THE SCHOOL PLAY

A good method of not only advertising the coming play but also of educating the students in some of the principles and activities involved, is the staging of an appropriate assembly program based upon such topics as the following:

HOW THE PLAY WAS CHOSEN



PRINTING PLATES					
SIZES. SQUARE INCHES IN CUT	ZINC HALFTONES 65-75-85 on 100 SCREEN	ZINC ETCHINGS (SHADE CUTS 10% EXTRA)	COPPER HALFTONES 120 or 133 SCREEN MOUNTED	UP TO 45%	3.00
UNMOUNTED	MMTD.	UNMOUNTED	MMTD.		
1" 4"	1.25	1.35	1.35	1.55	
10"	2.35	2.50	2.55	2.80	5.70
20"	3.95	4.35	4.50	4.90	7.95
50"	7.80	7.90	8.55	8.75	12.65
75"	10.05	10.15	11.15	11.90	16.45
100"	11.95	12.75	13.40	14.30	19.30

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HOW THE CHARACTERS WERE SELECTED EXPLANATION OF THE SETTINGS AND CHARACTERS

HOW CHARACTERS ARE MADE UP AND COSTUMED

SETTING THE STAGE FOR THE VARIOUS SCENES

ILLUSTRATIVE REHEARSALS OF SEVERAL SHORT SECTIONS

While all of these activities can be described and explained, most of them can be dramatized and demonstrated still more effectively. The director will "play" her part in this presentation the same as the students. In "Illustrative Rehearsals," for example, she will coach, correct, and suggest, just as she did in her actual directing of the play.

The importance of the stage crew, usually overlooked because they are not seen by the audience, can be emphasized by dramatizing their activities, a commentator explaining the reasons for the various arrangements of settings, furniture, and lights.—Edward Cordisco, McGill Grade School, Ely, Nevada.

MOTION PICTURES

There are now available a great many educational motion pictures which can be used to good advantage in the assembly. (Here we are not including noon-movies and others of a purely entertainment type.) Most of these may be obtained at little or no cost. Admittedly, some of them may represent advertising, but modern practice has reduced this to a not unpleasing minimum.

Films depicting manufacturing, business machines and routines, travel, health, safety, service, science, civic organizations and activities, historical events, places and personages, and similar subjects are quite suitable. Often these can be used in connection with school and community drives of various kinds.

Nearly all of these films may be obtained through the various school departments: health, commercial, athletic, home economics, history, foreign language, science, and English, especially. There are a number of books and publications which catalogue all kinds of "free materials," copies of which should be available in the school library or the principal's office.

Obviously, the school cannot begin to compete with the local theaters or TV programs in pictures, equipment, or projection, and any such attempt will be met with well-deserved contempt and ridicule.

In a word, in order to be most effective as instructional devices, school assembly movies should be (1) educational, (2) relatively few in number, and (3) free to the students.

News Notes and Comments

Football Fatalities

According to the Metropolitan Life Insurance Company, football accounted for 108 deaths in the United States during the five-year period 1955-59. In the table below, "Direct" refers to fatalities directly associated with the game, such as tackling and blocking, and "Indirect" relates to deaths by heart failure, heat, and other similar causes.

Accidental Deaths from Football, 1955-59

Type of Team	Direct	Indirect
Sandlot	18	4
High School	51	18
College	7	4
Professional and Semi-professional	5	1
Total	81	27

The annual rate of fatal injuries average about 1.7 per 100,000 for the 600,000 high school players, and slightly higher for the 66,000 college players.

During this same period there were six fatalities in professional boxing and 12 in amateur boxing. Few fatalities occur in baseball, basketball, track, skiing, and ice hockey.

Largest High School Yearbook?

"Monticello," of Thomas Jefferson High School, San Antonio, Texas, was the largest of the books judged last year by the National School Yearbook Association. Totaling 512 pages, it probably is the largest high school yearbook published in 1960. Or is it?

The Conservation, Fishing and Hunting Club of Aliquippa, Pennsylvania, Senior High School (active members, 99), celebrated its 22nd anniversary with a banquet at which the members' fathers and mothers were honored guests.

In addition to its meetings, among the Club's activities reported for the year (all of them outside of school hours) were:

- Publication and mailing of 1500 copies of the Club's sixth bulletin.
- Held 16 regular monthly and 16 special meetings, and 24 committee meetings.
- Showed 10 pertinent motion picture films.
- Constructed, repaired and maintained feeding shelters and wildlife refuges for quails.
- Fed 250 pounds of corn and small grain.
- Box-trapped 53 rabbits for the Pennsylvania Game Commission.
- Distributed 5,000 copies of gun-safety literature before the opening of the small game season.

Held two parties, Hallowe'en and Christmas, at Bucktail Lodge. Instead of exchanging gifts the Club purchased presents for Aliquippa Hospital Children's Ward.

Promoted bake sales for financing yearbook representation.

Held annual picnic at Raccoon State Park. The sponsor and members were guests at a number of banquets, luncheons, and educational and social events.

Eliminate Them if They Distract

A request was made to the Executive Board of the Kansas High School Activities Association that pep bands, signs, banners, and artificial noisemakers be banned from all regional basketball tournaments. The Board agreed that to make a blanket rule was probably not advisable, but that all tournament managers be instructed to eliminate such things whenever they became a distracting problem.

Debate Troubles

Currently underway at Mississippi Southern College is a major research on debate by the Forensics Division of the Speech Department. This is a comparative study showing the picture of debate in particular groups of states. Last year the project covered the south central and southeast portions of the country. This year it covered the northeast and north central sections.

From the data presented this year it is clear that debate financing is in most cases not only inadequate but also hit-and-miss in form. Relatively few schools support debate through specific budget appropriations, the majority financing it through candy sales, programs, dances, solicitations, etc.

These data also show the insufficiency of debate coach preparation; only 11 per cent of the coaches had had either major or minors in speech, and only 56 per cent of them had previous debate experience.

Cheerleaders Clinics

Two cheerleaders clinics were held in Tennessee in the latter part of September, one at Tennessee Tech, Cookeville, and one at Martin Branch, University of Tennessee. Lawrence R. Herkimer, the nation's best-known cheerleading specialist, was in charge of instruction at both clinics.

Effective Yell Routines, Boosting School Spirit,

Crowd Psychology, Mass Demonstrations, Pep Rallies, and Novelty Yells, were among the topics discussed, demonstrated, and dramatized.

Elementary School Press Association Workshop

Chicago's Elementary Press Association celebrated its Silver Anniversary with a luncheon and workshop. The workshop included 13 sessions, 10 devoted to the basic principles of writing, publishing and financing, and three to the technical phases of reproduction and sources of journalistic aids. Much of the resultant material was published in an attractive anniversary brochure, later sent to members of the Association.

The National Commission on Safety Education of the National Education Association recently awarded 38 plaques for "activities of exceptional merit" and 130 certificates for "meritorious activities" during the school year 1959-60.

Illustrative of the many high school activities conducted are: control of driving and parking around school, safety checks of student and faculty cars, surveys of traffic hazards and congestion, dramatizations and programs for student assemblies, school and local newspaper stories, exhibits, and bulletin board displays.

Salvation Army Dance or Talent Show

The Salvation Army Dance (or Talent Show), a device to provide for needy families in the community, is becoming very popular in high schools. The underlying reasons are clear—a recognition of the need, the ease of organizing and promoting the event, and the competency of the Salvation Army in properly capitalizing on the returns.

The admission fee to the event is some useful article or articles, such as canned goods, toys, soap, clothing, shoes or other wearing apparel, kitchen utensils, or receipts for store payments (or requi-

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.
Elizabethtown, Pennsylvania

sitions) for various kinds of needed food, equipment and materials.

Naturally, this should never degenerate into a mere "clean-the-attic" campaign. Useless junk or worn-out clothing should not be accepted. A talk with Salvation Army officials and the distribution of a resultant list of articles needed, are basic steps in this program of assistance.

What You May Need

TEEN PHOTO CONTEST INFORMATION

Information teen-age photo enthusiasts will want to know in order to enter the 1961 Kodak High School Photo Awards is contained in three brochures now being made available by Kodak. These booklets are "Contest Clues," an illustrated leaflet of special tips on photographic techniques; the 1960 catalogue of prize-winning pictures; and the rules folder of guides for entering this year's competition.

The awards, which are on the Approved List of National Contests and Activities for 1960-61 of the National Association of Secondary School Principals, offers 338 cash prizes totaling \$11,750.

Any student regularly attending a public, parochial, or private high school, grades 9 through 12, in the United States or its possessions, is eligible to enter. Pictures taken since April, 1960, may be mailed up to midnight of March 31, 1961.

Pictures may be of any subject, in or out of school, any make of camera and film may be used. Entrants are not required to own a camera in order to compete. They may process their own pictures or have them done commercially. Address—Kodak High School Photo Awards, Rochester 4, New York.

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How We Do It

MARKED TREE STUDENT COUNCIL PRESENTS—

"It's time for the Student Council School of the Air," marks the beginning of the Marked Tree Student Council's weekly radio program. The program began as a cooperative program two years ago between the student council and the local radio station. The station gave the student council fifteen minutes each week the first few weeks of the program, but response was so great for the program that the station now plays the same tape three times a week in order that many working parents and friends may hear the program.

The student council began the program in an attempt to better acquaint the patrons of our school and community with the aims and objectives of the school and how they are carried out.

At the beginning of the program, a teacher is interviewed by the student council announcer and tells something about his educational and teaching background, and his aims and objectives for the class the council is taping for the broadcast. After the interview, the teacher continues teaching as usual, giving the radio audience an opportunity to hear a class in actual operation.

The student council varies the program as much as possible between the elementary and high school classes. The program has been an instrument for better informing the patrons of the community as to the aims, objectives and operations of our school and also as a public relations medium for the student council.—Joyce Ann Watson, Marked Tree, Arkansas.

JUG MONEY

Last year the student council of the Charleston, West Virginia, Senior High School, used a unique device in promoting its March of Dimes campaign. This was called "Operation JUG."

After a week of publicity, three one-gallon jugs—one for each class—were properly labeled and strategically placed. At the end of each day the jugs were emptied, the money counted, and the totals posted on the bulletin board. Of course, these postings were the first things the students looked at each morning. Even the teachers got into the act.

The final total received was \$300. The sophomores won, and received an appropriate plaque later in an Awards Assembly.

COUNCIL INITIATES SHRUBBERY PROJECT

The student council of E. C. Glass High School, Lynchburg, Virginia, initiated what it hopes will be a long-range continuing project of "exterior decorating" by appropriating \$500 for campus shrubbery. The proprietor of a local nursery cooperated in planning the types, number, and arrangement of plantings.

This council's plan of leaving other sections of the campus obviously in need of similar treatment later, is psychologically sound.

NJHS QUEEN OF HEARTS

Each year the Lincoln High School Chapter of the National Junior Honor Society, Abilene, Texas, sponsors a Valentine Post Office where valentines are deposited for later delivery at an assembly period.

Each home room selects a candidate for the school's "Queen of Hearts" and these are voted upon by the entire school. The queen is then formally crowned by the president of the Honor Society and presented with a bouquet of roses by the vice-president. As queen, she reigns throughout the year.

DO-TONG-KI DAY

A recent successful project of the student council of Carl Schurz High School, Chicago, was the raising of a fund for the adoption of a Korean war orphan. Prefaced by clever and mysterious publicity concerning Do-Tong-Ki, a campaign for the money was launched.

The devices used were a "wishing well" in the cafeteria, circular posters of aluminum foil containing a picture of the youngster, a tag day, an increased admission fee to the bi-weekly dances, and prize raffles.

The result? \$312.77, of which \$180 was paid for the adoption and the remainder placed in a trust fund for the future support of the orphan.

FLY CLUB

To some people, New Mexico is a waterless land of mountains and deserts with no such sport as fishing. However, a look into a meeting of the Fly Tying Club of Cobre Consolidated High School, Bayard, New Mexico, would prove that its members are deeply interested in fishing, and are making the equipment for it. These club

members produce a number of different kinds of flies and lures for their own personal use, and a few of them, having gained proficiency, are considering the possibilities of a commercial venture.

POSTER CLUB

The Poster Club of Haddon Heights, New Jersey, High School, is probably the best publicized club in the school because its main interest is in publicizing. Not only does it make posters for many school activities, but also for various kinds of community projects.

Poster-making demands plenty of artistic ability but, more than that, plenty of something on which to use that talent. Consequently, because of its very nature, the club is always working with original ideas. Little wonder its members have found it so intriguing! However, despite its values in developing original talent, the club insists that it is a "service" club. And it certainly is.

WEEKLY RADIO BROADCAST

Probably the oldest continuous school radio broadcast in the United States is that of Norfolk Senior High School, Norfolk, Nebraska, which was started in 1929. This unrehearsed program, broadcast every Wednesday morning at 11 o'clock, is fifteen minutes in length, and is under the direction of two teachers.

In addition to the usual radio material, the program consists of a short newscast, and a student-centered interview conducted by one of the teachers. The interviewees are student actors, athletes, officers, hobbyists, etc. Once a month college students are interviewed.

Among The Books

TONI HUGHS' BOOK OF PARTY FAVORS AND DECORATIONS, E. P. Dutton & Company, 300 Park Avenue, South, New York 10, New York; price, \$3.75.

Can you define or describe pleat, strip, garland, catstep, lambchop, holiday slit, take-away, shadow-poster, or mounted spiral? Can you make them? Do you ever have trouble in devising and producing unusual and striking invitations, favors, and decorations for social events, Christmas and greeting cards, posters, parade floats? Here is a book that will help you.

This large-dimension, fully-illustrated (by both drawings and photographs) book consists of seven chapters: Materials, Tools and Installations,

A Bag of Tricks, Invitations, Decorations, Activities, Favors, and A Sample Party.

Each of these chapters describes and illustrates the step-by-step procedures of making invitations, greeting cards, posters, decorations, banners, masks, hats, costumes, floats, dolls, animals (and what not), all out of the simplest of materials—paper, cardboard and string.

This is a "must" book for the individual or group interested in "paper work."

Comedy Cues

Many a man who lives it up, finds he must also live it down.

Genius: a "crackpot" who made a "screwball" idea work out.



He Wants Proof

A fisherman was hauled into court charged with catching ten more black bass than the law allows. "Guilty or not guilty?" asked the judge.

"Guilty," said the sportsman.

"Ten dollars and costs," said the judge.

After paying the fine cheerfully, the defendant asked, "And now, your honor, if I may, I'd like several copies of the court record to take to show my friends."



In Good Standing

The businessman had just handed his youthful visitor a dollar, for which he received an "associate membership" card in the local boys' club.

"Now that I'm a member," the businessman asked, "exactly what are my rights and privileges?"

After thinking the matter over carefully, the boy replied, "Well, sir, it gives you the right to contribute again next year."—EX.

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- ★ Types of Student Council Organization
- ★ Initiating the Student Council
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- ★ Nomination and Election Procedures
- ★ Internal Organization of the Council
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